

SammieStage2

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: The goal is to develop multiple scenarios for post-secondary plans for high school students.

Role: You are a financial advisor.

Audience: The target audience is a high school senior and their family.

Situation: You need to provide overwhelmed high school seniors with clear pathways for future plans that contain enough details; including pros and cons in regard to financial status, interests and other factors, for the student to make a series of informed decision.

Product/Presentation: You need to create a presentation supported by data-generated graphics that detail the pathways that you have selected for the student. Your presentation should include a complete explanation of the mathematics involved in calculating the future financial status.

Standards (criteria from both rubrics): Identify the Problem and Create a Plan, Gather Information, Analyze and Apply, Conclusion and Execution, Content/Purpose, Organization, Delivery

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)

- Model: Create an interactive model with variable input for principal, rate and time using GeoGebra as a platform
- Financial Presentation: Create a presentation that contains research and calculations supporting post-secondary choices.
- Lab Report: Write a lab report detailing the results of an experiment testing the regression coefficient of linear, quadratic and exponential models against a set of data. Use a Ti-83 graphing calculator to test the fit models.
- Debate: Script a debate between parent and student discussing the pros and cons of different post-secondary scenarios and use Xtra-normal to produce a video of the debate.
- Graph: Use excel to record and graph the best-fit model for a data set regarding a post-secondary education loan.
- Poster: Create a Venn-Diagram using Omni-graffle to compare and contrast the rates of change of linear and exponential functions.

Student Self-Assessment and Reflection

Self-Assessment (SA)

- Pre-Assessment: Google forms pre-test over exponents checking for misconceptions
- Formative Assessment: Let's Compare Notes, Exit Slips, Informal checks for understanding of objectives (students give a 1-10 rating), peer conferencing to review homework, Quick Quizzes (daily quizzes to inform reteaching decisions and give timely feedback to students), Student-led conferences

- Students will self-assess by evaluating homework assignments in small group settings, students will peer assess their interactive model for accuracy, students will self-assess their position paper using the LHS school-wide writing rubric

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding	Goal (CCSS)
<ul style="list-style-type: none"> • Post-secondary decisions will effect long term financial planning. 	<ul style="list-style-type: none"> • Content Area: Mathematics Grade Level: High School Domain: Functions Standard: Construct and compare linear, quadratic, and exponential models and solve problems. Cluster: <ul style="list-style-type: none"> • F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea	Big Idea
<ul style="list-style-type: none"> • Understand exponential relationships 	<ul style="list-style-type: none"> • Understand the impact of time, interest and principal on loan balances

Through what authentic performance task will students demonstrate understandings?

Task Description: (T)
<p>As a high school senior, decisions for the future can be overwhelming. Acting as a financial advisor, you will apply what you have been learning about exponential functions, career choices and financial planning to help a senior make informed decisions. Using the students ASVAB score report, you will research possible career choices and corresponding incomes for them. These findings will then dictate your research for congruent secondary pathways for this student that will enable them to attain this career goal. Finally, you will create a presentation that highlights the financial implications, drawn from cost of post-secondary education, federal education loan rates and incomes of the possible pathways you have chosen for the student. Your goal is to be informative and accurate as you present possible life pathways for the student post-high school.</p>

What student products/performances will provide evidence of desired understandings?

Type II Product	Type of Presentation
•Financial Planning Portfolio (include graphic representations of data)	•Oral Presentation

By what criteria will student products/performances be evaluated?

Product Criteria	Presentation Criteria
•Identify the Problem and Create a Plan	•Content/Purpose
•Gather Information	•Organization
•Analyze and Apply	•Delivery
•Conclusion and Execution	

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